**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: First** | | | **Date(s)**: Day 4 and 5  August 29th |
| **Unit Title:**  “Wanted a few good friends” | | | **Corresponding Unit Task: Creating a song about Rules** | | |
| **Essential Question(s): Why is it important for good readers, writers and listeners to remember the important details when retelling a story, poem, or informational text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student: “Pirates go to School” by Corrine Demas, pencil, paper, Communities around the World Harcourt Social Studies Book Teacher and student editions** | | | | **Rules: tells people how to act**  **Citizens: a person who lives and belongs in a community**  **Good Citizens:**  **Law: a rule that people in the community must follow.** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:1.1, 1.2, 1.4, 1.7,**  **I Can Statement(s): I can read about following rules and instructions.**  **Instructional Plan: The teacher will read “Pirates go to School” by Corrine Demas aloud with the students as a whole class. Before reading the book discuss the story elements like character(s), setting, and main idea etc., to access prior knowledge. While reading discuss terms and essential vocabulary that students may not be familiar with from the story. After reading discuss the story elements again. Then talk about rules and their importance.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:1.8**  **I Can Statement(s): I can create and write a song about rules.**  **Instructional Plan: Using the song at the end of “Pirates go to School,”**  **“Yo ho ho, we’re so cool. We are students (instead of pirates or thematic term for your classroom) and we love school” as the beginning of a song about following rules in the classroom. After each student has written their own rule(s) that is important to them collaboratively incorporate them into a song.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L 1.1 a,d,j and L 1.2 a,b,d,e**  **I Can Statement(s): I can learn new vocabulary about rules.**  **Instructional Plan: Using the essential vocabulary from the story recite, review and have the students to show their understanding the words by using them in a sentence, drawing an illustration etc.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:1.1 a,b,c, 1.2, 1.3, 1.5, 1.6**  **I Can Statement(s): I can demonstrate how to remember and follow rules.**  **Instructional Plan: As a class we will collaboratively create a song about rules based on the book Pirates go to School by Corrine Demas. Students and teachers will recite the song and write the song down on paper. Every student will sign their copy of the song that they have written as a pledge to follow the rules that were created for the classroom to demonstrate good citizenship.** | | | | |
| **Closing/Summarizing Strategy** | **Students will continue to discuss being a good citizen and following rules. They will also gain an understanding of rules and following directions at school and how they relate to friendship, which will continued to be discussed.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can go home and teach the song to someone at home.** | | **Students who are unable to write will be allowed to draw pictures and label them using words that the teacher has written on the board for them.** | | | **Students will be encouraged and redirected to say words correctly. The teacher will model how to speak and form words to help students with phonics.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): The independent practice can be used as an assessment to see if the students understand. Also the answers that students may provide orally can be used to assess understanding.** | | | | | |
| **Teacher Reflection:** (Next steps?) Continue to use the song and the story as a reference as a foundation for promoting good citizenship within the classroom community. Incorporate other stories about friendship as well to show relevance of being a good friend and following rules at school. | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*